

EAST ADELAIDE SCHOOL HOMEWORK GUIDELINES

East Adelaide School is a community that inspires learners to be compassionate, creative and engaged citizens for the future.

PURPOSE

Homework can support higher levels of student achievement by extending the time available for students to consolidate skills and concepts learned at school. It also extends the time available for the exploration of new ideas and new situations. Homework can also extend the time available for the teacher to monitor student progress.

In the context of these guidelines, homework is defined as school related activities completed at home/outside school hours.

Learning through Homework

Homework can be effective in supporting learning when it:

- is short, frequent and monitored by the teacher, parents and students
- is appropriate and adapted to particular years of schooling in line with the relevant curriculum
- clearly relates to class work (and therefore the curriculum) and feedback is provided by the teacher
- facilitates the achievement of learning outcomes
- is varied and differentiated to individual learning needs
- is supported by the explicit teaching of the dispositions and skills associated with being able to learn independently.
- consolidates, revises and/or applies students' classroom learning
- develops students' independence as a learner through extension activities such as investigating, researching, writing, designing and creating
- assists students to prepare for upcoming classroom learning such as formulating ideas, collecting relevant materials or completing surveys or questionnaires
- refrains from requiring dependence on unreasonable levels of parental assistance or resources that are not readily available to the student (e.g. when assigning homework which may have a computer component, where appropriate, a suitable alternative should be made available)
- allows time for family, recreational, community and cultural activities and employment pursuits relevant to the student's age, development and educational aspirations
- is balanced across learning areas to avoid stress and overload
- is achievable and leads to an increase in students' self-confidence
- is disassociated from any form of punishing students or as a means of discipline

Examples of homework tasks at year levels

Foundation Year

- Practise Jolly Phonics sounds, sight words, reading and prepare a sharing talk once per week

Years 1 and 2

- practise spelling words, sight words and reading
- practise the automaticity of basic number facts orally (addition, subtraction)
- prepare for the weekly oral presentation (sharing topic)
- research a simple aspect of inquiry at home e.g. a grandparent's history, the size of their bedroom
- students teach parent/s a concept or skill they have learnt for the week

Years 3 and 4

- read every night
- complete their spelling contract
- prepare an oral presentation (weekly talk)
- practise the automaticity of number facts (addition, subtraction, multiplication and division) orally and written
- *practise* reading comprehension questions to support the acquisition of literal and inferential comprehension skills through tasks provided as homework
- research a simple aspect of inquiry at home e.g. a grandparent's history, measure their bedroom, watch an evening news item and write some questions to pose to the class
- students teach parent/s a concept or skill they have learnt for the week
- In term 1, students may be provided with NAPLAN type questions to work on at home in support of preparation for the testing period early term 2. Teachers will also be using NAPLAN type questions in the classroom to deconstruct with students prior to being expected to address these as homework.

Years 5-7

Students are expected to be working more independently at this stage.

- read independently – may include a parent supported remedial reading program set out by the teacher
- complete spelling tasks
- prepare oral presentations
- work on a novel study where comprehension is the skill being developed by the teacher
- apply what they have learnt in class in real life situations through inquiry procedures
- view a film, a You tube segment (as identified and located by teacher), teacher talk or listen to a podcast; take notes for further discussion in class the following day
- read an article and write two or three questions after the reading for class discussion the following day
- practise the automaticity of number facts (addition, subtraction, multiplication and division) orally and written
- find an article related to a class topic, read it and present the class with a summary of the article
- prepare a demonstration of understanding of a concept taught in class using any medium of choice
- find where mathematical procedures apply in the real world, perhaps solving a problem and share with class
- create pop quizzes based on material taught in class
- research material in preparation for a debate, oral/visual presentation, project
- students teach parent/s a concept or skill they have learnt for the week

Homework is the responsibility of students to be supported by parents in developing good work habits and organisational skills.

Students are encouraged to:

- have input in the development of homework tasks
- take responsibility to complete their homework tasks on time
- access and effectively utilise a range of reliable resources, including the school website, for assistance
- pursue independent homework tasks that prepare and equip them to become lifelong learners
- use homework diaries as of year 3 on a regular basis
- share homework tasks requirements with parents

Parents are encouraged to:

- support students with their homework
- support students to take responsibility for their homework
- provide a suitable work space/environment
- communicate with and give feedback to teachers where appropriate about their child's ability to effectively engage in the homework program

Teachers are encouraged to:

- ensure that homework is meaningful and has had student input during the development stages
- set homework tasks that complement the school program and reinforce the learning that has occurred in class
- provide regular feedback to the students about their homework
- provide clearly defined time expectations for individual homework tasks where appropriate
- generally limit homework to 4 nights per week, up to:
 - 20 minutes per night for students in Reception and Year 1
 - 30 minutes per night for students in Years 2 and 3 (***year 2 students may need a little extra time depending on the inquiry research topic or the preparation of their oral presentation***).
 - 40 minutes per night for students in Years 4 and 5
 - 50 minutes per night for students in Years 6 and 7
- use electronic means via Weebly, Edmodo, Edublogs to keep families informed of homework commitments
- work towards ensuring homework tasks are scheduled throughout each term to avoid excessive demands on students' time
- teacher directs students to current websites which are documented on class website and in student diaries
- adjust homework to the learning needs of students
- encourage the use of homework diary as of Year 3

Review Date: It is recommended that these guidelines are reviewed before July 2017.